**Lesson Plans for Mrs. Hanlon’s Class**

**Monday September 19, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**8:30 Health-Setting Goals**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

1. **Anticipatory Set:** Use activity on page 294.
2. Read pages 294-297 in textbook and discuss
3. Activity workbook pages 46-continue
4. Have students create a list of short term goals that they would like to accomplish in 5th grade to work towards.
5. **Extension:** have student find positive quotations about being positive, taking care of oneself, or having a strong self concept. Create a poster to post in class.

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying the long vowel patterns in words, (o sounds)

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Use page 105D in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 52-54 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Day 6: Subjects in the Imperatives**

**Objective:**  For students to identify the subject in the imperatives

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Have students use imperative sentences to explain how to do something, such as origami or play a musical instrument. Read the directions. Explain that these are imperative sentences.

**2.** Go over pages 42-43 as a whole class.

3. Complete page Worksheet page 6.

**Assessment:** Worksheet 6

**Homework:** Worksheet 6

**Writing-Journal Writing And Cursive Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading and use reading skills like categorizing and classify information to clarify the information about a text. Students will also be able to use the comprehension skill of categorizing and classifying information.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Start a classroom volcano glossary. Have student draw a volcano and label the parts.
2. Read the “Teacher Read aloud” to students found from pages 81CC-81DD. Have students ask the class questions. Use the guiding comprehension questions for teacher lead discussion.
3. Build student vocabulary by studying pages 82-83 with students. (Optional: Complete Wordbook page 46-note: it will help with volcano diagram)
4. Listen to the story on CD. Story is found on pages 84-99.
5. Discuss questions on page 100 as a whole class.
6. Students will begin completing pages 47: Graphic Organizer: Category Chart and page 48: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to use algebra to solve equations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review 4 steps to solving a problem. .
4. Assign partners to a problem on page 33. Groups need to use the whiteboards to write out and explain the four steps to the process.

**Assignment:** Practice Worksheet 1.7.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will identify a compound as a substance made of two or more elements that are chemically combined.

**Resources:** Teacher manual p. E24-25, Student Book: E24-25

Worksheet: Lab Sheet

Batteries, wire, tape, baking soda, plastic spoon, cup, water, goggles

**Activities:**

1. Discuss Lab from previous class- demonstrate for students- go through safety notes from manual. Remind students that any behavior problems will result in them missing future lab experiments.
2. Select students to get materials from table and take back to groups.
3. Students will conduct experiment- teacher will monitor students throughout. As they complete experiment they are to record observations and complete lab sheet.
4. When experiments are completed materials must be returned.
5. Discuss as a class their observations- us p. E25 in manual to guide discussion.

**Assignment:** Complete lab sheet if needed.

**Assessment:** Students will be assessed through discussion and completion of experiment..

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday September 20, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Health-Friends and Feelings**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

**Lesson 3- Friends and Feelings**

* Read pages 298-302
* Discuss active listening techniques. Have student volunteers demonstrate active listening techniques.
* Discuss the meaning of clique and identify ways to avoid being part of a clique.

Activity book p. 47

**Assessment:** Activity book p47, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:30-10:00 English**

**Day 7: Conjunctions**

**Objective:**  For students to identify the four kinds of sentences

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** As a whole class write a short story on the board. Don’t use any conjunctions the first time. Then reread it with only ANDS, Then only OR, and final only with Buts.

**2.** Go over pages 44-45 as a whole class.

3. Complete page Worksheet page 7.

**Assessment:** Worksheet 7

**Homework:** Worksheet 7

**Writing-Journal Writing And Cursive Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will review and develop basic typing skills using Type to Learn 3

**Materials:** Type to Learn 3

**Procedure:**

1. Review good posture.
2. Allow students to practice at their own levels.

**Assessment:** Teacher observations

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading and use reading skills like categorizing and classify information to clarify the information about a text. Students will also be able to use the comprehension skill of categorizing and classifying information.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + Floods

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to use algebra to find the area of rectangles.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review 4 steps to solving a problem.
4. Assign partners to a problem on page 41, #8-21. Groups need to use the whiteboards to write out and explain the four steps to the process.
5. Allow students to work on homework.

**Assignment:** Practice Worksheet 1.8.

**Assessment:** Teacher observations and complete worksheet.

**1:00-Tornado Drill**

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will identify a compound. Students will state that two or more elements can combine to form a compound and that compounds have different properties.

**Resources:** Teacher manual p. E26-E33, Student Book: E26-33

Worksheet: Skeleton notes, Study Guide worksheet A

**Activities:**

1. Review what students learned from experiment yesterday.
2. Begin reading p. E26-33 as a class. During discussion students should complete skeleton notes- these notes are to be kept and used for studying.
3. Use “Pressed for Time” components on pages to reiterate the main idea of each section.
4. Fill in chapter concept map that they have.
5. Assign worksheet Study Guide A

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday September 21, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 8: Writing Good Sentences**

**Objective:**  For students to apply the English skills covered into writing good sentences

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Write a sample of sentences that should be combined. As a whole class create stronger sentences.

**2.** Go over pages 46-47 as a whole class.

3. Complete page Worksheet page “Writing Good Sentences”

**Assessment:** Worksheet “Writing Good Sentences”

**Homework:** Worksheet “Writing Good Sentences”

**Writing-Journal Writing And Cursive Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Explain the 2 choices of topics.
3. Allow students to think and write down their ideas.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**–Continue lesson from Tuesday.**

**Objective**: Students will be able to show the ability to monitor their reading and use reading skills like categorizing and classify information to clarify the information about a text. Students will also be able to use the comprehension skill of categorizing and classifying information.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + Floods

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Continue Lesson from yesterday Due to yesterday’s tornado Drill**

**Objective:** For students to use algebra to find the area of rectangles.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review 4 steps to solving a problem.
4. Assign partners to a problem on page 41, #8-21. Groups need to use the whiteboards to write out and explain the four steps to the process.
5. Allow students to work on homework.

**Assignment:** Practice Worksheet 1.8.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will observe that the physical properties of a material can be recognized or measured without changing the kind of matter making up the material.

Students will identify physical properties of matter such as density, melting point, etc.

**Resources:** Teacher manual p. E42-47, Student Book: E42-47

Worksheet: Study Guide Worksheet

Chapter Concept worksheet

**Activities:**

1. Read together p. E42-47. As students read, stop in order to fill out skeleton notes.
2. Stop throughout reading and use questions in manual to help guide understanding and lead a large group discussion.

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of study guide to assess understanding of concepts.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday September 22, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will review and develop basic typing skills using Type to Learn 3

**Materials:** Type to Learn 3

**Procedure:**

1. Review good posture.
2. Allow students to practice at their own levels.

**Assessment:** Teacher observations

**Homework:** None.

**9:15-10:00 LMC—On my own**

**10:00-10:10 Teacher Read aloud and snack**

**10:00-10:30 English**

**Day 9: Run-on Sentences**

**Objective:**  For students to identify how to fix run-on sentences.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Display a run-on sentence on the board. Discuss what is wrong with it.

**2.** Go over pages 48-49 as a whole class.

3. Complete page Worksheet page 8

**Assessment:** Worksheet 8

**Homework:** Worksheet 8

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Students will conference with a partner to determine their topic.
3. Finish description portion of the details.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading and use reading skills like categorizing and classify information to clarify the information about a text. Students will also be able to use the comprehension skill of categorizing and classifying information.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** “Fire and Quake” 81BB. Create a Venn Diagram on the board and have students compare and contrast volcanoes and earthquakes.
2. Review the story by discussing workbook pages 49-50. Discuss the methods we use to classify items. (Teacher’s manual page 105A-105B)
3. Take out dictionaries for every student. Show students how to find a syllabication of words that they “-rupt” and “struct”. Explain to students how to complete page 51 and 55. (Teacher’s Manual pages 105C and 105G)
4. Discuss how to use graphic aids when reading by using transparency 1-23 and teacher’s manual page 105H
5. Review with student’s singular and plural nouns by completing pages 56-58 as a whole class.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**12:30-1:20 Math**

**Objective:** For students to take the Chapter 1 Math Test.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review 4 steps to solving a problem.
4. Allow students to take the Chapter 1 Test.

**Assignment:** Practice your math facts.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will compare and contrast physical and chemical changes..

**Resources:** Teacher Manual EE52-57

Student Book E52-57

Transparency:

Worksheets: Study Guide, Comparison Sheet to compare chemical and physical changes, Skeleton notes for lesson

**Activities:**

1. Begin reading pages E52-57- Physical and Chemical Changes.
2. As students read, they should fill out skeleton notes as a class- each student has his or her own copy.
3. Throughout reading use questions in the manual to guide comprehension and lead discussion.
4. Assign Study Guide A as homework.

**Assignment:** Study Guide A for Lesson

**Assessment:** Students will be assessed through discussion and independent practice.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

# Friday September 23, 2011

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-9:50 Teacher Read aloud and Snack**

**9:50-10:10 Spelling**

**Objective:** Assess learner’s mastery of weekly spelling words.

**Materials:** Spello Game board

**Procedure:**

1. **Anticipatory Set:** Play ‘sparkle’ to review
2. Give students test
3. Have student play ‘Spello’ to correct test.

**Assessment:** Test

**Homework: None**

**10:10-10:30 English**

**Day 10: Haiku**

**Objective:**  For students to identify write a Haiku

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Create a list of things that we are “wild” about.

**2.** Go over pages 50 as a whole class.

3. Complete student Haiku as a whole class.

**Assessment:** Completed Haiku

**Homework:** Haiku

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Continue writing from previous days.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to monitor their reading and use reading skills like categorizing and classify information to clarify the information about a text. Students will also be able to use the comprehension skill of categorizing and classifying information.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury, Week 2 Skills Test

* Leveled Readers:
  + Floods
  + Mexico’s Smoking Mountains
  + A Deep Blue Lake

**Activities**:

1. **Anticipatory Set:** Share a few of the student’s job descriptions from yesterday. *(“Could I Be a Volcanologist?” 81BB. Have students write a job description of a volcanologist).*
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 3 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to make and interpret frequency tables, line and bar graphs.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Go over test and vocabulary from yesterday.
3. Use Interactive Chalkboard on go over 2.1 & 2.2 Lesson.
4. Allow students to worksheets 2.1 & 2.2

**Assignment:** Worksheet 2.1 & 2.2 worksheets

**Assessment:** Teacher observations and complete worksheets

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will identify a mixture as it being made up of two or more substances that are not chemically combined. Students will identify solutions as being a special type of mixture.

**Resources:** Teacher manual p. E58-65, Student Book: E58-65

Worksheet: Skeleton notes, Study Guide worksheet B, Chapter concept sheet.

**Activities:**

1. Bring in trail mix and Kool Aid- mix both for the students and talk about how one is a mixture and one is solution- discuss definitions of both- students will be able to eat and drink during the lesson.
2. Begin reading p. E60 in textbook- students should fill out skeleton notes as they read.
3. Complete Chapter Concept chart with definitions.
4. Hand out worksheet to complete.

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.